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ABSTRACT

The journal, written by Connecticut teachers, covers various aspects of social studies education in that state. The objectives are to serve as a forum for exchange of information, to be a catalyst for dialogue on issues of common concern, and to be a source of mutual support and professional growth. The journal is comprised of five articles. The first article evaluates the Connecticut Assessment of Educational Progress on citizenship/social studies education, pointing out flaws in test items, insufficient evidence for conclusions drawn, and internally inconsistent recommendations. The second article discusses the state of citizenship education in the curriculum, recommending more emphasis through learning in a community-based environment. The third article assesses social studies courses in middle, junior, and high schools in the Hartford area, concluding that traditional courses are taught to the younger students and there is no pattern in the high school. Good and bad points of this condition are discussed. The fourth article presents an interview with Dr. William Jacobs about his tour of mainland China, especially Chinese educational objectives. The final article discusses ways to assess map, globe, and geography skills. (CK)

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Yankee Forum

A Journal of the Connecticut Council of the Social Studies

No. 1 1979

Yankee Forum

Francis P. Lynch,
Editor

YANKEE FORUM is published by the Connecticut Council for the Social Studies.

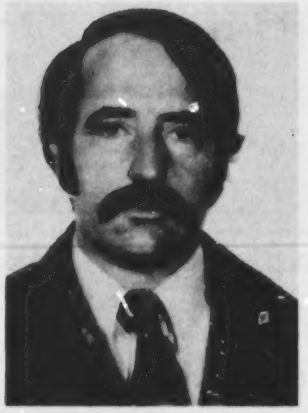
It is intended to serve as a forum for exchanges of information among all of Connecticut's social studies teachers. We are interested in the things you are doing in your schools, in what you are thinking about, in what you want us to hear, in what you want to tell us, in generating ongoing discussion and debate.

We serve as the representative voice for social studies in the state, a needed focus in times of rapid changes in education.

We hope to be a catalyst for spirited dialogue on issues of common concern, a source of mutual support and professional growth.

THE CONNECTICUT SOCIAL STUDIES ASSESSMENT

Look Before You Leap



Thomas P. Weinland
The University of Connecticut

As one reviews the recently completed report by Connecticut Assessment of Educational Progress (CAEP) on citizenship/social studies education, the lyrics from Gilbert and Sullivan's Pirates of Penzance come to mind. As they contemplate doing battle with the pirates, the policemen bemoan their task.

"When constabulary duty's to be done, to be done,
A policeman's lot is not a happy one."

Indeed an evaluator's lot is not a happy one. Faced with limited resources, a skeptical audience, restrictive deadlines and difficult logistics, the evaluator must frequently present bad tidings: in this case, the conclusion that

Connecticut's social studies programs should be doing better.

I have considered the evaluator's lot and I have the summary report and the larger technical report which includes the tests given to the students. I regret to say that I must side with the "pirates" in this case. I believe the Assessment is dangerously flawed in some of its test items and in the conclusions that it draws from the test results. I say "dangerously" because these conclusions lead to recommendations by the Assessment's Social Studies Advisory Committee which, if followed, might well take us back to a pedagogical stone-age.

What was CAEP designed to do? The Summary Report states the Assessment's purposes: 1) To collect and establish baseline data for future assessments; 2) To compare Connecticut students with a national sample tested by the National Assessment for Educational Progress; 3) "To provide achievement results useful in decision-making regarding curricula and instruction at both the state and local levels;" and 4) "To encourage school districts to adopt objective-referenced assessment procedures for local planning and evaluation."[1]

By these standards CAEP has been successful. We now have baseline data and we have a comparison with a national sample of students. The achievement data has been made available throughout the state. Since thirty-six Connecticut school districts and sixteen Vocational-

Technical schools participated in the Local Option one can assume that local districts were encouraged to use the Assessment as a basis for examining their programs.

What did the Assessment learn? First, it should be noted, that when compared with students from the Northeast (defined as New England and the eastern seaboard from Maine to Washington, D. C.) and the nation, Connecticut students scored about the same. The comparisons here are based on those test items common to the Connecticut and the National Assessments. How should we respond to this finding? I would recommend that we respond "very carefully"! Some might have expected Connecticut to do better than the national average. Before I get excited about this question I'd like to see other individual state results and curricula from those states. Did <u>any</u> state do significantly better than the national average? We don't know from this report.

Most of the items on the Assessment were <u>not</u> National Assessment items. As we examine the Social Studies Advisory Committee's findings and recommendations we would do well to remember this fact. Indeed such goal areas as Geography, Sociology, and Anthropology are tested <u>exclusively</u> by items developed by the Connecticut Assessment's advisory committee and the consultants. In these goal areas, as well as others, the expectations of the committee become the basis of interpretation of test results and recommendations rather than any national norm. These items, and the interpretations and recommendations that follow

give the greatest cause for concern.

Consider the most dramatic example of Connecticut student "incompetence": the failure of 13 year-olds and 17 year-olds to know that the Fundamental Orders of Connecticut was the first written constitution in America (only 6% in both cases answered the item correctly). This result contributes to the following conclusion about student knowledge of local, state and U. S. history (Objective 1).

> "Of all objectives this one showed the lowest level of performance by 13-year olds (41% correct) and second lowest performance by 17-year olds (58% correct)."[2]

Note that if one eliminates the offending item on the Fundamental Orders, these percentages rise to 48% and 65% respectively. For 13 year olds this percentage is still low; for the 17 year olds it can be compared with the average of 66.1% on all items for this age group.

This item also contributes to the following recommendation: "Increase the integration of state and local history into all levels of social studies programs."[3] The item on the Fundamental Orders was the ONLY state or local history item on the test. State and local history are important for many reasons--motivation and "hands on" involvement to name two--but the logic which leads to this recommendation invites a backlash.

From the Assessment Report one might conclude that Connecticut student knowledge of history was quite weak. When one examines student performance on the NAEP items

on history included in the evaluation a somewhat different story emerges. In history, at all age levels, Connecticut students scored an average of 5.5 percentage points above the national sample per item. Compared with the national sample, Connecticut students performed better in history than on any of the other Assessment objectives. The committee's concerns about history, as tested by this Assessment, seem unwarranted.

A Geography test item, developed by the committee, contributes to the same kind of musunderstanding. I must confess that I am perplexed by the correct answer to this question:

> "Water has been taken from the Colorado River and sent in canals to the Mohave Desert. Which ONE of the following changes is NOT likely to take place?
>
> | | | |
> |---|---|---|
> | 1 | More crops can be grown | 6% |
> | 2 | Many people will build new recreational facilities | 42% |
> | 3 | The soil will improve | 15% |
> | *4 | People will move to the desert | 36%"[4] |

I'm sorry, but for the life of me I can't imagine how people could grow more crops in the desert without moving to the desert. To me, recreational facilities seems the most logical non-sequitor (although a case might be made for a Desert Disneyland I suppose), and I am concerned that more students didn't choose it. And when the committee concludes from all this that "Only . . . 36% of 17 year-olds . . . could identify a likely [sic! - emphasis added] effect of a manmade change in the physical environment,"[5]

and recommends programmatic change then I am very worried.

Similar items in political science, economics, and anthropology produce lower-than-expected scores and the predictable recommendation that "We need more . . ." One item is extremely long; might it have tested reading as well as reasoning ability? The committee didn't acknowledge the former possibility. An item testing the understanding of the anthropological concept of tradition may well have depended on how one defines the word "around". In the absence of a norm such as NAEP, we need to try and understand why a student might have answered a question as he/she did. Consider the following item revealing, according to the advisory committee, a limited knowledge of the concept of "sex role."

	"Which of the following has the MOST influence on what men and women in our society think their sex roles should be?"	13	17
1	The way people look and act in other societies	20%	30%
2	Books about the male and female body	20%	7%
*3	Television shows, novels, and advertising	42%	57%
4	The size of a person's family	17%	6%"

I have no problem with the answer as given unless a student wants to emphasize the word "should" in the stem. If we are considering what our roles should be then sex roles in other societies offer alternatives which might be very influential on our views. Presumably the media would reflect

our own sex roles and not provide impetus for change, until influenced by an outside example. Regardless of how we interpret the question, have we really tested the concept of sex role, or are we testing the concept of "media" or the ability to read the mind of the tester?

I am not only concerned about what I see in this Assessment. I am concerned about what I don't see. I do not see much attention to the issues of race, ethnicity, sex equality and economic justice that are such dominant concerns in America as well as many other nations of the world. Indeed I do not see much attention to other nations of the world. Several items ask for comparisons between the United States and the Soviet Union, one item notes the existence of the United Nations, one other the existence of world hunger. On the world hunger item, testing an objective on the "Nature of Conflict and Conflict Resolution," 17 year olds scored lower than any other question on this objective (53% correct response). The committee made no mention of this fact.

One must acknowledge that it is difficult to assess student knowledge of world history, world cultures and world problems. Such a test might have included many items similar to the "Fundamental Orders" question, with similarly unfortunate results. Such an acknowledgement begs the question. We have from the Committee a list of objectives, a test, and a series of recommendations in which primary attention is directed toward national issues and social

studies skills. If studying the world beyond America's borders is important, then the Committee had better say so now because too many people will read an isolationist movement into the Committee's work.

Having hurled several brickbats at the Assessment let me offer a more supportive note. I am very concerned at the findings of this Assessment on what are called "process skills." Both in the process skill section as well as on several other questions which test reasoning or analytical skills, Connecticut students were not very impressive. Unlike the items I have discussed, some of these items in this section are NAEP items. On only one item did Connecticut students outscore the national sample--by an astonishing 12 percentage points! On all other items Connecticut students averaged about 4 percentage points lower than national NAEP norms. I share the Committee's concern about these results; I wish they could have made this recommendation more strongly. Likewise the Committee's recommendation to encourage greater student participation in school governance should receive strong support. "Process" and "practice" are critical elements of social studies--too often overlooked in our day-to-day teaching.

Many of the other Assessment's recommendations have the aroma of apple pie and parenthood about them. Social studies <u>does</u> need more support for staff development and curriculum development. Social studies does need recognition as a discipline which can integrate so-called "basic

skills." Social studies does need to develop a more sequential and integrated approach for students.

These important findings and recommendations do not offset my concerns about the overall impact of this Assessment. Too much of this report is a call for a return to basics--to the "facts" of history and the fact-concepts of the social sciences. We can talk about integrating disciplines, participation and analytical skills forever but without further clarification of this report or the establishment of priorities among these recommendations, social studies teaching will not move in that direction.

Analytical skill development and participation require time and practice, and a significant alteration of teaching approach and methodology. The public, school administrators, and I'm afraid, many teachers will conclude from this report that "more is better"--more historical information, more social science concepts, and more "knowledge." Given the same amount of time for social studies and the pressure to teach "more" information, attention to "process" skills will diminish. We can drill students on the Fundamental Orders, geographical, anthropological and economics concepts forever but without a well developed context for all this knowledge, social studies will return to the "one-damn-thing-after-another" approach which has plagued social studies for years.

The Connecticut Social Studies Assessment has given

us some valuable information. It has provided recommendations some of which are derived from insufficient evidence and are internally inconsistent. Social Studies in Connecticut can be seriously hurt if these recommendations are not carefully evaluated and if priorities for their implementation are not set. The recommendations call for action; before we leap I suggest we take a careful look.

Notes

[1]Connecticut Assessment of Educational Progress - Citizenship/Social Studies 1977-1978. "Summary and Interpretations," p. 2.

[2]Ibid., p. 35.

[3]Ibid., p. 36. Note that on a brochure highlighting the CAEP assessment, this recommendation is listed first. The committee may not have priorities for its recommendations; does the public know that?

[4]CAEP - Citizenship/Social Studies 1977-78 "Technical Report," Appendix A, Objective 9, Item 51.

[5]CAEP - "Summary and Interpretations," op. cit., 43.

SERVICE-LEARNING AND EDUCATION FOR RESPONSIBLE CITIZENSHIP

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Conard High School
West Hartford

"And so my fellow Americans, ask not what your country can do for you; ask what you can do for your country."

Responding to President Kennedy's challenge, youthful legions flocked to serve with their hands and minds in projects at home and around the world. A crusade of youth marched out of Washington into the cities of America and to distant capitals around the world, determined to eliminate need and injustice.

But Camelot faded as quickly as it had blossomed. The muffled drumbeat of late November was soon raised to a

more strident tempo.

Instead of waging war on poverty, ignorance, and human frailty, young people marched off to protest the war in Vietnam. For the protesters, this was the 1960's version of making the world safe for democracy. Rejection, rebellion, and riot replaced sacrifice, service, and sharing as the marching orders of the day.

The tragedy of Vietnam was soon exacerbated by the disillusionment of Watergate, a soaring inflation, and an abnormally high rate of unemployment among the young. We are at a point in history where many of the young have internalized Thoreau's cryptic maxim, "that government is best that governs not at all."

The dissonance among the young cannot be eradicated by merely prescribing a ninth grade civics course or similar poultice. A more fundamental reconstruction of the social studies curriculum is imperative. Institutional practices and programs must be redesigned with a clearer eye on their capacity to facilitate the development of more effective citizenship education. Central to any new educational plan for responsible citizenship is the concept of service-learning.[1]

Revival of the Concept of Service-Learning

The concept of rendering mandatory service to one's country or community has risen again. An unusual coalition of Democrats and Republicans, liberals and conservatives,

has introduced a series of measures in Congress to compel all 18-year-old youth to serve either in a military or civilian capacity for at least one year.

Unfortunately, the glue that holds together this coalition is the wrong mix. Unemployment, alienation, under-achievement, along with crime and delinquency among the young are the forces that impel Congressional action.

But the need for service-learning runs far deeper, extending to the intrinsic nature of what it means to be young. Is there not something inherently wrong with a socialization process that mandates that youth be mere consumers, not producers of goods and services? Why must young people spend all of their formative years in schools which function as holding institutions where they wait to become full-fledged citizens?

James Coleman has described the transition to adulthood that is made exclusively through the school as an environment rich in information but poor in maturing experiences. A better balance between the two is vitally needed.

Achieving such a balance requires a holistic and continuing educational endeavor. It goes far beyond the teaching of citizenship through incessant inculcation of moral and social precepts. The school must become an institution of service for the entire community and the community, in turn, must reciprocate by becoming a major

resource for the education of students. The embodiment of this concept in practice necessitates cooperation between the school and numerous individuals, groups, and agencies in the community.

Ironically, at the very point in the maturation process when energy and idealism are at their peak, there is scant opportunity for the young to make any significant kind of contribution to society. Must it be an automatic feature of the American educational process that when students enter the schoolhouse they are necessarily relieved of responsibility and reduced to a passive state of tutelage? If such is our process, it is a system that is doomed in its efforts to educate youth for responsible citizenship.

If, for humane reasons, we succeed in protecting the young from the sights, sounds, and smells of the real world, we may end by extending indefinitely their condition as hostages to parental checkbooks and, ultimately, to the public purse. It is hard to envision how any "solution" of this type will benefit either youth or society in general.

A Rationale For Service-Learning

Service-learning can be a badly needed antidote to the current narcissistic mood that characterizes the national spirit. To this point, schools have barely tapped the altruism that is residual to the young. Service-learning

can be the means to assist young people from an egocentric state to a more sociocentric, community-based state.

Youth are not merely resources to be tapped at some future date; they are resources capable of making significant contributions to the community right now. Neither are they just preparing for citizenship; youth are citizens now. If service-learning did nothing more than fulfill youth's need to be recognized as contributing citizens in their communities, its existence would be justified as an integral facet of the school curriculum. It can do more.

Consider the virtue of a social apprenticeship in a community-based environment.[2] What could constitute a more fruitful learning situation than one in which the teacher, though he may be infinitely more experienced in methods for arriving at answers, does not know the answer from the start? Consider a teaching-learning environment in which both teacher and students work together to solve a problem. Further, consider the possibilities of an educational atmosphere in which students are no longer in a state of tutelage, but in a partnership.

Service-learning is not a concept in which one learns, then practices until he develops proficiency; in learning, one is performing; in performing, he is caring; in caring he is contributing. All four facets of service--learning, performing, caring, and contributing--are in-

extricably blended.

Instead of spending a semester or an entire year studying civics or problems of democracy, is it not infinitely more sensible to ask young people to try to ameliorate or to solve just one of the pressing problems in their own community? Until the spirit of service is rekindled in the young, the most pressing problems in American society--the care of the environment, the revitalization of the cities, the provision of increased services for the disabled and disadvantaged--will not be resolved.

A Working Definition of Service-Learning

Service-learning is the development of meaningful opportunities for students to engage in a period of full-time or part-time service to the community. It embraces the belief that every person should be given the opportunity to serve his country and his community in a manner consistent with national or local needs and with ones own abilities and interests.

In most school-related programs, service-learning will focus on those areas and issues that have to do with ameliorating, changing, and resolving community problems. Students will be directly involved in environmental projects or in working in hospitals, schools, government agencies, and caring for the young, elderly, or disadvantaged.

The goal of such participatory programs is not to discuss public issues and problems, but to do something about them. Through service to ones fellow man, students gain meaningful knowledge about specific areas in which they are working and about themselves as individuals. Finally, students should receive some form of academic credit for successful service experience.

Basic Operating Principles For Service-Learning

The infusion of service-learning into the school curriculum raises a number of basic questions regarding operating principles. Answers to these questions tend to hinge more on philosophy than pragmatism. Opinions on various issues will vary within and among communities. Unquestionably, some of the operating principles will spark debate within a community. This is understandable and to be expected.

If service-learning is to become a curricular reality, however, such issues can neither be finessed or ignored. Instead, they must be raised and resolved on a continuing basis:[3]

- Service that is to be performed should be socially-useful work. Make-work projects or similar boondoggles that have no meaning for either the participants or the recipients must be avoided. If community service ventures are to be successful, it is imperative that students'

cognitive skills and abilities be challenged, their ethical senses be stimulated, and their motor skills be tested.

. As participants demonstrate various competencies and capacities for productive service to the community, increased responsibility should be shifted to the participants for completion of the project or for maintenance of the task at a high level of efficiency.

. Participants in a project must be given opportunities to reflect systematically on the nature and the quality of the service experience. Community-based service and reflective inquiry must not be viewed as separate areas. Ideally, they must go together and service-learning should provide for both simultaneously.

Varieties of Service Learning

Service-learning assumes a variety of forms.[4] At least five forms of service-learning can be incorporated into the curriculum of the typical secondary school. Regardless of the specific designations attached to the various forms of service-learning, none of the categories is mutually exclusive. Recognizing that there is a certain degree of "definitional abstruseness" to the process, categorization of the forms of service-learning does provide

an inkling into curricular alternatives:

- Service to Individuals -- In this form of service-learning, students are placed in positions whereby they can truly make a difference in another person's life. Among the environments in which students can be placed are homes for the elderly, day-care centers, hospitals, and cross-age tutoring projects within and without the schools. In each instance, emphasis is placed on serving individual needs.

- Service to the Community -- In service situations of this type, students ameliorate or solve social or environmental needs. Unlike service to individuals, this type of service-learning evolves from a mutually shared commitment of a long-term nature. No attempt is made by the participants to influence or to change institutional or public policies. Instead, the intention is to render service for the betterment of the institution or the community.

- Community Studies -- Oftentimes, students can conduct surveys and collect data that, when analyzed, is useful to them personally or to the community at-large. An example of service-learning of this type is the annual census of

school age children in the community. High-school students, under the direction of a teacher, are perfectly capable of gathering this data and interpreting it in terms of the community's future educational needs.

. Socio-political Action -- In projects of this nature, students assume a slightly different posture from the varieties of service-learning outlined above. In this setting, students serve as advocates; they become involved directly in the political process, working for candidates or lobbying for specific issues.

The most effective form of socio-political action tends to occur on the local level through citizen-action groups.[5] When young people operate on state and national levels, they are likely to be devoured by formidable organizational structures and consigned to trivial or meaningless tasks.

. Internships and Apprenticeships -- A carefully supervised practicum in a community or governmental agency can serve as a "bootcamp" for future civic service. In addition to acquiring some form of academic credit for service in voluntary agencies, hospitals, and governmental

bodies, students acquire vocational skills, gain valuable work experience, and explore career options.

Careful monitoring by school personnel is essential in these situations to ensure that young people are engaged in productive capacities rather than shadowing experiences.

Obstacles to Service-Learning

The call to serve comes easily; implementation of service-learning is more difficult. The history of curriculum design is replete with slick curriculum materials, catchy slogans, and impressive statistical data. All such testimonials are superfluous, however, if programs cannot be translated into reality. Repeatedly, curriculum planners do not foresee or choose to ignore obstacles that hinder or prevent implementation.

Efforts to integrate service-learning into existing curricular programs are likely to encounter obstacles. Among the more salient obstacles are the following:

- traditional beliefs among parents, educators, and the community pertaining to the custodial function of schools
- rigid curriculum requirements established either through local expression or by state fiat

- logistical problems associated with transporting students to work sites within the community
- financial arrangements over liability for students out of school and on job locations
- inflexible scheduling practices and patterns
- union rules or contractual arrangements in specific occupational settings
- sexual stereotypes which preclude young people from positions such as nurse's aides and day-care aides for children or the elderly
- lack of a rich body of longitudinal data to verify empirically that skills and attitudes which are acquired in experiential programs do carry over into adulthood

Still others, it must be recognized, are simply the by-products of being incapable to respond adequately to changing needs generated by changing times. Service-learning is rejected as a curricular option simply because schools have never approached it in a deliberate, systematic fashion. The past is invoked to deny the importance of the present and thus the significance of the future.

Education For Responsible Citizenship

The central point of this essay is that the new question to be asked by the shakers and movers of educational policy is not how much schooling should young people have, but what environments are most appropriate to promote education for responsible citizenship?

The search is on for new institutions and more suitable environments to assist the school. While the scope of the high school may become more limited due to decisions to place increased numbers of students in community-based environments, this is not necessarily bad. For too long the high school has shouldered the burden exclusively for the transition of youth to adulthood. In today's complex society, however, it is purely utopian to expect any single institution to suffice as the exclusive environment for youth. Neither can a single course in civics or problems of democracy serve as the sufficient means for citizenship education.

Toward a Curriculum For Caring

Under the present system of schooling, young people are victims of age-segregation. For the most part, young people associate only with their classmates. It is possible, indeed, quite probable that when students graduate from high school, they have never been in a situation in which someone was dependent on them.

Thus, it is entirely possible to graduate from high school never having held the fragile body of an infant, never having had to care for an elderly person, or never having had the opportunity to be with a person who is lonely, disconsolate, sick, or dying. Consider the many lost opportunities for growth in human understanding. Most 17 and 18-year-olds have never encountered a situation in which they have had to cope with a fellow human being who isn't young, sexy, well-dressed, and deodorized.

Both the risks and the rewards of caring are learned in a community-based environment -- in hospitals, in service agencies, in homes for the elderly, and in voluntary institutions. In such situations adult behavior is the modicum, responsibility is assumed for ones actions, and real consequences flow from ones behavior.

Service-learning can add a "caring" dimension to the school curriculum. In a "curriculum for caring" young people do not learn about others who care. They participate in care by assuming responsibility for other human beings. By serving, they are caring. Society benefits from both.

Notes

[1]This essay will focus on service-learning at the local level. For a comprehensive analysis of the concept of national youth service see The Transition of Youth to Adulthood: A Bridge Too Long, The Report of the National Commission on Youth, C. F. Kettering Foundation (forthcoming), written by David L. Manning.

[2]Alec Dickson, "Linking Community Service With the Classroom," I/D/E/A Fellows Prqgram, July, 1977.

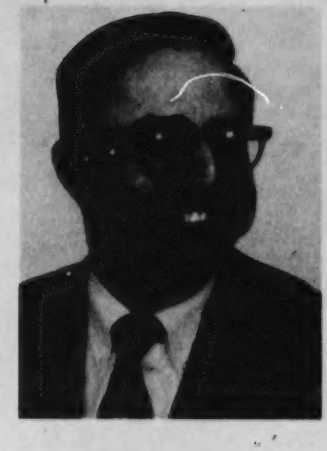
[3]Diane Hedin, "Emerging Role of the Internship in Civic Education," I/D/E/A Fellows Program, July, 1977.
Also see Dan Conrad and Diane Hedin, "Citizenship Education Through Participation," Education for Responsible Citizenship, Report of the National Task Force on Citizenship, McGraw-Hill Book Company, New York, N.Y., 1977.

[4]Diane Hedin, "Emerging Role of the Internship in Civic Education," I/D/E/A Fellows Program, July, 1977.
Also see Conrad and Hedin, op. cit. and Fred M. Newmann, Education For Citizen Action: Challenge For Secondary Curriculum, McCutchan Publishing Corporation, Berkeley, California, 1975, pp. 143-145.

[5]Diane Hedin, "Emerging Role of the Internship in Civic Education," I/D/E/A Fellows Program, July, 1977.

WHAT IT IS WE TEACH AS SOCIAL STUDIES

A Gentle Anarchy



Francis P. Lynch
Granby High School

There has been a lack of hard data concerning what is taught in Connecticut's secondary schools as 'social studies'. To gather pertinent information and to help remedy this situation, the Hartford Area Board of the Connecticut Council for the Social Studies undertook a study during the winter of 1978 aimed at assembling and consolidating information about actual course offerings from middle schools, junior high schools and high schools located in a defined area around Hartford.

The sample for the study consisted of schools in the north-central part of Connecticut within an area reaching

from Torrington and Bristol on the west to Tolland and Stafford on the east, to Durham on the south, and north to the Massachusetts border. All public and independent secondary schools in the defined area were included in the mailings.

Department heads in each school were sent a questionnaire concerning course offerings, grade level organization for each school, social studies requirements for graduation, and grade levels for offerings. We also requested copies of course catalogues or course descriptions, if such were available.

These questionnaires were sent to 46 public high schools, 17 independent schools (two have closed since the survey was completed) and 52 public middle-junior high schools in the defined region. Replies were received from 40 public high schools, 13 independent high schools and 33 middle-junior high schools. About half the high schools sent along course descriptions as included in their programs of study, or included brief descriptive paragraphs about course content. This material is housed at one location and is available for reference.

In general, the social studies curriculum data obtained from Hartford area schools indicates a condition of contented semi-anarchy in the social studies. Local control and local curriculum selection dominate. This is true of public and independent, high school and middle-junior high.

It is reasonable to assume that a broad state of curricular anarchy permeates the elementary and primary schools as well. In towns with more than one high school or middle-junior high, social studies programs are not always identical.

Although there is a general sense of independence about what is taught and how it is taught, there are recognizable commonalities among all the schools. Within the region and within schools are strengths and weaknesses based largely around personal preference of what is best for that school or that locality or those students. To unscramble the egg so very well mixed would be to court disaster. Curriculum development is ongoing in most schools. Since the survey was completed, we have been made aware of several towns which have made considerable change within their social studies curricular.

School organizational patterns vary widely, making broad general statements fraught with peril. The ongoing changes demand a constant updating for accuracy. In general, curricular diversity is greatest in grade 9, due largely to the ambiguous position of that grade level in school organizational patterns.

Included in the study were public high schools organized in grades 7 - 12 (four); grades 9 - 12 (twenty-eight); and grades 10 - 12 (eight). To complicate things, several of these organizational patterns, notably West Hartford, are in process of change. Middle-junior highs

in the study ranged from one with grades 4-6 (Canton); one with grades 8 and 9 (Bloomfield) while the most common patterns included grades 6, 7, 8; 7 and 8; or 7, 8, 9. Labels for junior and middle high schools were applied at the pleasure of the local board of education. No one pattern of grade level organization gave the appearance of being better than any other. Many factors were involved in local selection for these things.

Of the independent schools responding, ten contained grades 9 - 12 and three were grades 7 - 12. Since the end of the survey, two independent schools have closed (Mount Saint Joseph and Westledge).

American History is a course specifically required by the state of Connecticut (General Statutes 1977, Chapter 163, Sections 1--15, 10-18). All high schools in the study offered at least one course in American History, and all high schools required that students complete one year of American History for graduation. However, in at least two towns, there were local questions expressed as to whether a student had to pass American History in order to graduate from the local high school, or whether merely taking the course was enough.

All middle-junior high schools offered courses called American History or American Studies, generally in Grade 8. In most cases, middle-junior high schools required common learnings in the social studies at each grade level.

However, several middle-junior highs, particularly those with a grade 9, made offerings in electives at the ninth grade, usually through courses less than a full year in length.

In tabulating results from this survey, it quickly became obvious that there is a wide variety in the numbers and kinds of social studies courses offered by schools in the area. Among individual schools, course offerings ranged from a low of six for the high school in two schools to a high of nearly thirty separate courses in several other schools. Public schools tended to offer more courses than independent schools. Population of the school had little relationship to the number of courses offered in the social studies.

For organizing courses and granting credits, there is a broad mixture of patterns among the high schools surveyed. A few of the high schools had only year length courses in social studies, with one academic credit for each. A few schools were organized so that all courses were offered as half credit (one semester) courses. The largest number of schools, public and independent, had combinations of course organizations, lengths and credits, with one quarter, one third, one half, one or even two credits for completion of a course.

A major commonality among the high schools is American History, where one full unit is required, whether earned as a single unit or fractionally. Although electives

are usually reserved for upper classmen, grade levels for student course selections are so scattered that it is all but impossible to generalize accurately about grade levels of course offerings.

Confusion of course names also exists. Before half the schools had been tabulated, 121 separate course titles were recorded. Things were clearly out of hand. In order to create a better picture of curricular patterns, courses were grouped under twenty-three headings, with classification being made from apparent intent of course titles.

Area studies included courses concerned with particular geographic regions. In behavioral studies, grouping centered around those titles which indicated a major goal was study of an aspect of human behavior. Such labels as sociology, geography, anthropology or economics were more straightforward. Courses beyond the basic course in American History represented a conglomerate of titles.

American History is offered at two or more levels of difficulty by all schools. The nature of the course depends on level of difficulty. Various euphemisms are used to title courses intended for slow learners.

All high schools offered some kind of electives, but most high schools made no strong efforts to require a specific course beyond American History. Of the forty public high schools responding to the survey, 28 required two years of social studies, two required three years,

ten required one or one and a half years. Of the thirteen independent schools, eleven required two years of social studies for graduation, one school required three years, the other one year.

Credits for graduation requirements may be mildly misleading because of varying school organization. Eight of the schools requiring two years for graduation were 10-12 high schools, and in these cases, the feeder middle-junior school required a social studies course in grade 9. Schools were not surveyed to see how many credits a typical student took before graduation in social studies. No attempt was made to pinpoint percentages of students in each school enrolled in the total school social studies programs, or in various elective programs.

Neither was there any effort made to measure quality of the various programs, which is just as well, since there is no recognized instrument for this kind of judgement. Beyond that, there is no general agreement on standards for subjective quality judgements in the social studies. Goodness lies only in the satisfaction of the observer's predilections.

Training in the duties and responsibilities of citizenship is required by state law (Chapter 163, Section 10-18). It is however, an unanswered question on how much actual citizenship training goes on in formal coursework. Most schools tend to work citizenship into political science

or government or American History or current events. Several high schools even offer a course called Civics.

No effort was made to measure the amount or quality of citizenship education in social studies courses, since there is little agreement on the parameters of citizenship education or training, nor are there fully accepted methodology for it. When efforts are made to measure desired results of citizenship training, efforts are usually directed toward those elements which are most easily quantified.

American History is the course common to all of the schools in the survey, but the course title varies somewhat. The majority of schools offer American History at the eleventh grade, although one high school used it as a grade 9 offering, and others made American History available anywhere from grades 10 through 12.

Although the course American History is common to all the schools, there is nothing even approaching agreement on content or methodology for this American History course. Least of all is there agreement on whether it should be taught chronologically or topically, posthole or survey. There has been a conscious effort among teachers of American History to avoid the traditional trap of being stuck in Reconstruction until May, then flying madly over the last hundred years during the first two weeks of June. More twentieth century is being taught.

Several schools noted that they offered Advance

Placement courses in American History, and almost as many had Advance Placement in European History. Several schools listed honors courses or seminars, usually for seniors. There appears to be a small effort in offering mini courses. Only four schools offered 1/4 credit courses. Several independent schools offered courses valued at 1/3 credits.

In a pattern which varied widely, courses dealing with American history beyond the basic course were offered in 17 public and 8 independent schools. Students interested in American History might take courses in American Diplomatic History, America in War, the Depression, Women in History, Minorities in America, First Americans or other specialized topics.

Nine schools specified offerings in independent study in social studies. There is no agreement on just how independent independent study should be, how it should be managed, or various approaches toward independence.

Four schools reported interdepartmental courses on a formal basis. It may be assumed that there are many informal arrangements among individuals in the schools surveyed. Most interdepartmental arrangements have been worked out with English departments in an American studies format, combining literature and history in some way. At least one new program has been launched in this area since the survey was completed (Farmington). Relying on verbal information from schools in the study, there are some informal interdepartmental things

going on between social studies and science or art, as well as English.

Among courses being taught, one general grouping was made for the traditional high school social studies courses in history and government. Ancient History is being taught in 11 high schools, European History in 26. Modern History is offered by 4 schools while politics or government courses are in 40 schools. 11 high schools offer courses labelled as social studies, usually in grade 9. World History has 22 schools, and Western Civilization 19, rounding out this category. These traditional courses are well represented and teachers clearly understand the familiar labels. A course labelled social studies is required by three schools for grade 9 students.

Other specific disciplines such as Anthropology - offered in 14 schools, Economics in 32, Philosophy in 7, Psychology in 23 schools and Sociology in 29 - have long been accepted in the social studies family of courses. Most such offerings are made as introductory courses, usually on a one semester basis.

Area studies stand a bit apart from the others, since by our classification, area studies included combinations of cultures and daily lives of people in Asia, Africa, Latin America, and the Middle East, or some combination of these. From the kinds of combinations existing, it is fair to say that individual schools have established their course

offerings in area studies on individual teacher interests and abilities. Asia and Africa were the most popular areas, but as noted, the number of regional combinations is large. 41 schools in the survey taught one or more area studies courses, with most teaching one. However, in ten schools, three or more area studies courses were included in the social studies program.

Current Events, Current Issues or some closely related title was applied to courses in 24 of the schools in the study. There appears to be no specific ability level grouping general among these courses, and mixed levels in the same class is common. Here again, there is no common methodology, approach or content or materials. Some current events courses study specific world problems, others are concerned with daily happenings, others sharing some content with Mass Media courses, which usually are taught in English departments.

In subject areas classified as 'other', law-related education is taught in 14 schools. Humanities, a catchall for a miscellany of courses, were taught in 37 high schools. Thirteen schools offered three or more courses categorized by us as humanities, while 18 schools offered none at all. Two of the courses classified as humanities dealt specifically with environmental problems.

State and local government is an area of study generally required - that is, without specific courses -

by state law. Eleven schools offered such programs in formal course work as judged from course titles. Traditionally, these are the areas where citizenship education has been carried on, at least at the high school level. Several middle-junior high schools deal with local topics in history and government. However, from the results of this survey, there is little formal work being carried out in a systematic way on state and local history in high schools.

The statutory requirement that Connecticut History be taught in grade 8 was repealed by the General Assembly, but for some years was more honored in its absence than by any doing. Currently, schools in Berlin, Canton, East Hartford (2), East Windsor, Enfield (2), Granby, Hartford, Meriden and Loomis Chafee list state or local history as separate courses at the high school level.

Middle-junior high schools present a very different curricular picture than the high schools. Among middle-junior highs in the study, seventeen different courses were listed. One must consider that with grade levels reaching from 4 through 9, multiple abilities and specific learnings are involved. There appears to be no such thing as a typical middle-junior high school in the Hartford area, even though a 6, 7, 8 organization is common.

The general rule in middle-junior high schools is that common learnings are required at each grade level, and that there are no graduation requirements. All middle-junior

highs in the study were public. The course common to all is American History, usually in grade 8.

Eleven middle-junior highs taught geography, and eleven offered area studies, at this level nominally the same thing. Other course offerings scatter among social studies (5), World History (3), Modern History (4), Ancient History (2), Cultures (3), Media (1), Urban Geography (2), mini courses (3), SRA (1), government (1) and MACOS (2).

There was no effort made by the study to determine what materials were used as supplements in the middle-junior high schools, what general methodologies were employed, or what practices of ability groupings (or lack of them) were utilized. Such questions can provide a subject for future studies, at all levels.

Generally, all middle-junior highs taught social studies at each grade level as a common course. Major commonalities are American History, geography and area studies. If we combine geography and area studies, the basic pattern for middle-junior highs is grade 8 American History, grade 7 areas studies-geography, plus a scattering of courses at grade 6 and 9. Removal of grade 9 from the picture would reduce the scattering effect and nearly remove elective programs from the middle-junior high picture.

In general, the study reveals traditional social studies course offerings in the middle-junior highs with history and geography in all schools. Further study about

books and materials in use at each level would pinpoint exactly what is going on in the middle-junior schools. Schools which include grade 9 expand from the history-geography format, and might better be included in the total course offerings in specific towns.

There is almost total lack of communication among middle-junior highs in the area under study. There are communication lines among high schools in the area, in part through workshops sponsored by the Hartford Area branch of the Connecticut Council for the Social Studies, and through informal meetings among social studies department chairmen (and women, too) held on an irregular basis for exchanges of information and discussions of common problems.

In contrast to middle-junior highs, a crazy quilt pattern of course offerings exists in the high schools. The pattern is that there is no pattern.

A gentle anarchy does exist among high schools in the social studies, yet it seems to be effective in getting the job done, but certainly not in any quantifiable way. There is little standardization as each school has developed its own program with minimal direction from the state. Thus each school retains flexibility to decide locally on curriculum matters. Changes can be made readily to suit needs and staff abilities, not as frozen in to a massive state or regional curricular pattern.

Any conclusions resulting from this study must be

personal and interpretive. Yes, we all teach American History, but there are other commonalities, whatever labels we put on our courses. Traditional disciplines are blanketed by course offerings in most schools. Almost all of us offer electives. Public and independent school offerings are quite similar, with some public schools offering many courses and some very few. Generally public school offerings are more numerous than the independents. Mini courses have made little impact. Advance placement has not taken over. There simply is no favored course pattern, methodology or content in the Hartford area.

A gentle anarchy exists, yes, but it is one which is adaptable and highly workable. Social studies offerings certainly can be made better, but it remains an open question if this can be accomplished by the traditional approach of increasing the scale of control to regional or state authorities through a supervisory bureaucracy.

It is our conclusion from this study that such increased direction and control from the top will provide jobs for the education department, but that it will also destroy flexibility in curriculum and most of the good things which have been created by our gentle anarchy.

A LESSON'S LEGACY

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When a colleague witnesses and participates in an historic event, it is in our interest to visit and seek out his insights. Dr. William Jacobs, who is the Coordinator of History for the Darien Public Schools, is such a participant-observer. A year ago he and forty-five other Americans, thirty-six of whom were students, toured mainland China. For two weeks they bused and trained through Canton, Shanghai, Nanking, Peking and Soochow, viewing a country on the verge of another spasm of government-induced change. After thirty years of isolation China is opening her gates to the West. This will equal or perhaps surpass the magnitude of previous spasms, those of the Great Leap Forward, the One Hundred Flowers Campaign, and the Cultural Revolution.

Our visit took place in Dr. Jacobs' office - a pleasant room with a wide window overlooking the bucolic campus and with a bulletin board sporting a poster of the young Mao. The latter reminded me of a New York Times photograph of Teng visiting the White House - a symbol of changing times. To help

in the interview he asked "one of the kids," Ted Fletcher, to join us. With that their travelling talk began.

Their excitement was exciting, for their experience was deeply meaningful. For both, it provided a fresh vantage point from which to view their culture and themselves. Unaware of his ethnocentricism, Ted found the "primitive ways" of the Chinese instructive. Limited personal possessions, absence of shower curtains, pumping bicycle peddles instead of accelerators, all this and more pin-pointed his American affluence. Yet he found our materialism suffocating. "We are inundated with things. There is too much: cars, stereos, cameras, hair dryers, etc." Later, he confessed: "Now I need less things." Dr. Jacobs agreed. Consequently, both are trying to simplify their lives.

Like most travellers Ted and his mentor had some preconceptions that when tested failed to mesh with reality. Because China was a closed society, the people would be cold and remote, they thought. Nothing, it turned out, could be further from the truth. Often, they saw slow-gaited pedestrians "laughing and smiling." Many were touching each other; boys and girls, men and men, women and women. The cause of this happiness, Ted conjectured, was their limited need for decision-making. With basic needs for food, shelter and clothing satisfied, "They have fewer worries." By contrast, our lives are more complicated, more anxious, and thus less happy. Again, he seemed unaware of the warping influence of

ethnocentricism. How about the increase in executions, for instance, that Amnesty International recently reported?

Being students and teachers, they were naturally drawn to the schools. Here they saw the impact of China's ancient xenophobia. "They were so ignorant of America," Dr. Jacobs remembered. "They knew George Washington fought the colonists and Lincoln freed the slaves." Yet these visits were exceedingly fruitful. Frequently, the Darien group participated in question-and-answer sessions with Chinese teachers and students. These provided insights into the dynamics of China's acculturation techniques, the creation of the Communist Man.

One question left the Americans breathless: "How do you achieve the physical, moral and intellectual growth of your individual students? And to what end?" A long and uncomfortable silence followed. Several Americans attempted an answer. Each fumbled. Each response was inarticulate and disorganized. The Chinese educators, on the other hand, knew exactly what they were doing in their schools. This sense of purpose, the integration of theory and practice, impressed Dr. Jacobs. For instance, to instill a sense of cooperation, so essential to the creation of the Communist Man, the students played tug-of-war. The objective was not to win. When the stronger side was about to become victorious, it relaxed and slackened the rope.

With the ascendency of Teng's pragmatism, this

strategy is changing. Ideological purity is no longer cherished. Because economic development needs skilled and talented operators and managers, the Peking government is re-programming the schools. Individual achievement is now rewarded. This new spirit was reflected in a question the Darien group fielded: "How do you reward your top students?"

Nevertheless, this sense of purpose that Dr. Jacobs admired still harnessed their efforts. By comparison, the American system appeared lacking in direction or thrust. We can do much more, he thought. We need a philosophical and moral rebirth, a redefinition of purpose. "What are our goals? Are we achieving them?"

As their stay lengthened, the Americans realized 1978 was not 1984. Fortunately, Peking did not totally define their experience. To a large extent, the Americans had a relatively free hand in the preliminary decision-making. The government approved several proposals and rejected others. For example, it agreed to brief visits to Soochow and Nanking, but it would not deviate when this plan appeared impractical.

And the guides? The older ones were more sensitive and flexible in their interpretations, while the younger ones were mere megaphones of the party line. These guides, they discovered, were not guards. With a little testing the Americans widened the arena of their activities. Often a member meandered off from the group, doing a little exploring

on his own. No official repercussions followed. Yet when they reached Peking and visited Mao's mausoleum, the steel grip of the State placed the Americans into a neat company of paraders which marched past the leader's tomb. This annoyed some. One snapped: "After all, anyone can visit the Washington Monument without marching."

About this Peking government, Dr. Jacobs was asked: Will Teng survive his decision to open the Western gates? Will China become another Iran? Teng, another Shah? He thought not. "After all, look at the One Hundred Flowers Campaign." This remark was in reference to Mao's experiment with free speech in 1957. People were encouraged to paste political posters, expressing a multitude of ideas and feelings, onto a Peking wall. Eventually, this liberalization got out-of-hand. With the opposition identified, it was easily crushed. The Peking government, Jacobs argued, could sustain the volcanic forces of rapid social change.

As the interview drifted into the parking lot, Dr. Jacobs shared a special concern. Even though China and the United States are politically poles apart, they share a common problem: establishing "...equilibrium between the individual and the group." The Chinese stress society at the expense of the individual; we Americans stress the individual at the expense of the group. We have, in other words, lost a sense of community, our civility. The diminished electorate, increased crime rate, the death of student councils, mobility,

littered streets and campuses prove that. "How do we restore our civility? How do we avoid barbarism?"

With the lessons of the Darien group come a legacy. With the privilege of travelling comes the duty of sharing. As a result of this commitment, Dr. Jacobs and Ted have spoken to several groups in Southwestern Connecticut. Equipped with a red banner, a recording of "The East is Red," and many slides, they provide a stimulating lecture. And they are still open to invitations.

A WAY TO BEGIN

Reforming Map, Globe and Geography Skills in the Curriculum

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The thirty-third yearbook of N.C.S.S., Skill Development in Social Studies, outlines the major skill areas and conveniently divides skills into two parts: those which the Council thought in 1963 were only a shared responsibility of social studies; and, those which were seen as our major responsibility. Map, globe and geography skills were included in the latter group.

The 1963 yearbook is a valuable tool because it not only contains informative essays on various skills, but provides a convenient sequence chart showing where and when to introduce skills, reinforce skills and when to require their mastery. It is a good common reading for social studies departments which are on the verge of reforming their skills curriculum.

Assessment is one important aspect of skills curriculum reform and on the surface it appears to be an impossible task, especially at the initial stages of planning. How to assess? What to assess and when to assess for map, globe

and geography skills? One good piece of advice is: do not attempt all things at once! To start, decide to assess at one grade level; take time to analyze the results; and don't waste time reinventing the wheel.

Readily available commercial diagnostic tests such as the Nystrom Company's "What and Where" test provide a simple tool for finding out what your students know about the subject. That particular test examines some 23 skill areas through 69 test items and it can be used with students in grades 5 to 12. Other companies have similar tests.

The limitation of the Nystron test, or for that matter any other, is that one must be willing to accept the scope of the skills being tested. In the Nystron test one might be inclined to add or delete skills in order to fit local school district curriculum needs. However, using a prepared test saves precious time identifying skill areas and writing test items which already exist.

Commercial programs have well developed objectives, materials and techniques to teach various skills. These programs should be consulted before deciding how skills are to be taught. It is not necessary to purchase only one company's globes, programmed learning materials. There should always be room for individual teacher-developed technique. The major value of commercial programs is that they provide an overall logic of skill development from simple to complex; they give us a full picture of how to teach and

test for skills from K to 12; and, they are available. How to use these programs should be a local district's prerogative.

To begin an assessment, review commercial programs, select one and add or delete locally developed skill areas. Administer the diagnostic test at an appropriate level and then decide how needed skills are to be taught. Don't be in a hurry to write vast numbers of specific objectives. It is more important first to establish a sense of purpose and need.

If the diagnostic test is given to 9th graders, a high school social studies department has an opportunity to review where students are weak in map, globe and geography skills. An effective and thorough commitment to skill mastery holds each course in the department or each social studies teacher responsible for teaching appropriate skills. When teaching American history at various grade levels, why not check to be sure that students can read latitude, tell the time zones of North America, or describe the source of a river? When teaching economics, why not teach the concept of special-purpose maps, that not all maps show topography? In short, each class becomes an opportunity to check for and teach geography skills. Commercial programs can make the decisions about what to teach much easier.

School districts today need to answer the public's concern about teaching the basics in all subject areas. For social studies departments and for social studies teachers of all levels there has never been a better time to argue

for and win local support for an expanded skills curriculum. A logical, inexpensive and relatively unthreatening place to begin is with map, globe and geography skills. Start with the '63 yearbook and a review of commercial programs.